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ABSTRACT

Florida's department of education and state university system face the question of how to institutionalize effective methods and techniques to improve administrators' performance. This report attempts to clarify the management roles of coaching, mentoring, and sponsoring. The clarification is necessary because, first, the terms (especially coaching and mentoring) are often used interchangeably, though the literature clearly differentiates these roles. Second, the development of each of the three roles may require different change interventions. These roles are best viewed as a continuum of advisory/support relationships that facilitate access to positions of leadership, authority, and power in management and professional fields. All three have merit and justification given the appropriate organizational context. Current and potential school administrators should be aware of the potential strengths and pitfalls associated with each role. Various models and approaches are suggested for the development of these roles. Schematic illustrations of five theories explained in the text are in the appendixes followed by over two pages of bibliographic citation. (MLF)

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EXPLORING MANAGEMENT DEVELOPMENT ROLES FOR EDUCATIONAL ADMINISTRATORS: COACH, MENTOR AND SPONSOR

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Florida Council On Educational Management

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The Nature Of The Problem

The development of capable and results-oriented school managers is a critical necessity. Recent legislative mandates in Florida, coupled with cutbacks at the Federal leval, have imposed a unique set of problems for Florida's public schools. Local school boards, community and business groups, bipartisan legislators and the State Department of Education recognize the need for quality education. However, they are facing this challenge of excellence in education with status quo educational management systems. Only a handful of Florida's school systems are effectively utilizing their resources to implement faculty and principal selection systems, such as assessment centers and targeted selection. A generation or more of children will have completed their mandatory education before a majority of Florida's school districts will have adopted for routine use competency-based selection and performance management systems. One of many important questions confounding Florida's Department fo Education and State University System is as follows: How to institutionalize effective methods and techniques for the improved performance of current and potential school managers.

This report will explore the management development roles of coach, mentor, and sponsor. Each of these roles will be defined and discussed relative to educational administration. Finally, implications for organizational networking, training and development will be presented.

Role Clarification: Coach, Mentor, Sponsor

The terams coach, mentor and sponsor have received generous attention in the professional and academic literature in recent years. Much of this interest has to do with the supposed fact that formalized training and continuing professional education have missed their mark in development current and potential managers. According to one source, "Neither training programs nor system help incumbent managers play these vital roles" of coach, mentor and sponsor (The Woodlands Group, 1980:918). In an extensive research of career development phases for the profession,

Dalton et al. (1977) concluded that continuing education courses and programs in companies and universities did not improve performance. Their research repeatedly indicated that the "high performers are no more likely to have taken continuing education courses than low performers." (p.22) It is easier to understand the continuing interest in coaching, mentoring and sponsoring if the reader assumes for the moment that the conclusions about training and continuing education have some validity. These management development roles are usually enacted one-on-one, have a work organization focus, are perceived as cost-efficient (which may not be the case for training and continuing education) and the manager maintains control over the situation. Given this perspective, training and continuing education are treated as cost-centers, not as investments in human potential that mature at a later date.

The following discussion defines and describes each of the management development roles as separate and distinct concepts. Whereas there is an attempt here to clearly differentiate each of the roles, in reality there is overlapping and blending. As will be shown later, the reader may view these three roles as developmental phases.

COACHING

Of the three roles to be discussed, the role of coaching is most often identified with getting day-to-day work done through subordinates. Texts and cassette tape programs have been written that relate coaching to performance appraisal (Kellogg, 1985), couseling and discipline (Zucker and Maher, 1983; Maloney, 1983) and improving work performance (Fournies, 1978). The wide range of managerial tasks accomplished by the coaching process are indicated below (The Woodlands Group, 1977:918).

- Set challenging tasks for faculty and staff.
- Keep faculty and staff clearly informed of what is expected and the progress toward each goal.

- Counsel faculty and staff throughout all projects.
- Appraise subordinates reguarly and objectively.
- Use positive feedback and reinforcement.
- Have suborinates ready to fill in during the manager's absence.
- Have subordinates ready for more responsibility and promotion.

The most obvious advantage to the coaching process is that is gets the work done while faculty and staff are being developed for different responsibilities, challenging transfers and promotional opportunities. Although coaching is generally a one-on-one activity, it should be available to faculty and staff who desire or need to improve their performance. In some organizations, coaching is a required job duty, whereas in other organizations, the process is more informally organized.

According to at least one source (Sublette, 1983), there is a "one best coach profile." That profile suggests the following characteristics:

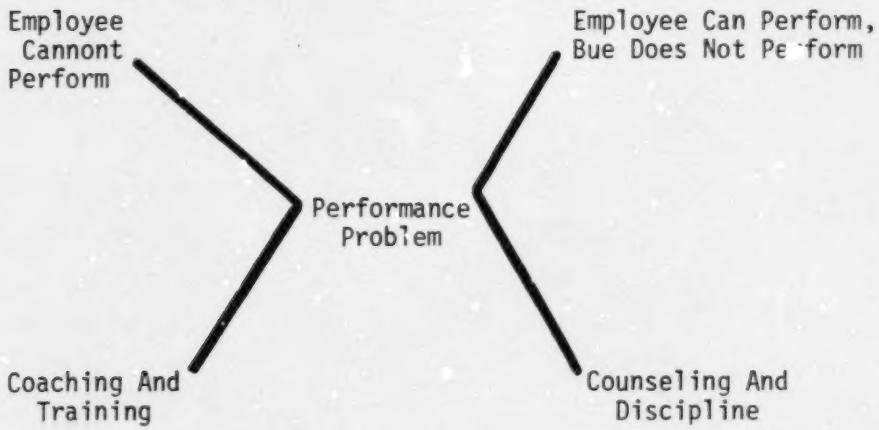
- Good Coaches are concerned as much about people as they are about getting the task accomplished.
- They have a high tolerance for ambiguity and uncertainty and they are even-tempered.
- Good coaches are not aloof (they understand their subordinates) and they exhibit an informal and relaxed style.
- They project institutional/organizational loyalties (i.e., advancing within the system; not leaving for a better job).
- Good coaches see themselves as teachers and role models for others.
- They give clear feedback (positive and negative work related feedback)
- Good coaches respect their subordinates as human beings, especially their intelligence.
- They share information readily and utilize the updated talents of recently trained subordinates (not threatened by competence).

The three texts that emphasize coaching (Maloney, 1983; Kellogg, 1975; Fournies; 1978) make reference to at least three important steps or phases --

diagnosis, implementation and follow-up

In the Maloney (1983:77) approach to diagnosis, the coach analyzes the performance problem in terms of two types. Problems of this nature are sorted into one of the following: (1) either the employee cannot perform because of a legitimate skill deficiency, or (2) the employee has the skill, but does not perform to expectations. If the employee has a skill deficiency, then coaching and training are the preferred solution. However, if the employee can perform, but fails to do so, then the preferred solution is counseling and discipline.

Problem Diagnosis



Fournies (1978:132) diagnostic approach offers a more sophisticated analytical approach that is reminiscent of the Mager-Pipe (1970) model for analyzing performance problems. Appendix A Depicts the structured decision-making process advocated by this author.

Once a performance problem has been diagnosed, the coach will choose one of several intervention options. Counseling and discipline have already been mentioned. Another traditional intervention has been that of job-instruction-training (JIT). The employee is observed while tasks are being completed and feedback is provided by the coach. Appropriate performance is rewarded and poor or mediocre

performance is corrected. In her text, What To Do About Performance Appraisal, Kellogg (1975) describes an organized approach to coaching and performance appraisal (Chapters 4 and 5). She believes that the act of discussing the performance appraisal by itself is not enough to stimulate change in the employee's performance. Several follow-up options should be considered, such as the manager/coach...

> ...provides a peronal example of how a task has been completed in the past by that manager/coach;
>
> ...provides a model of past methods/materials that have worked well;
>
> ...provides for an opportunity for the manager/coach and employee to work together to develop a product or complete a task;
>
> ...makes the employee develop a plan and frequently reviews progress;
>
> ...teams the employee with someone more knowledgeable or skilled; and/or
>
> ...employes a competent consultant to work with the employee.

The above referenced texts are aimed at the private sector - business, industry and commerce. Each of the texts were suprisingly devoid of information that describes organization wide plans, interventions and policies that would internalize the coaching process into routine use. Coaching for the most part is a matter of individual preference, and the cited texts are primarily "how-to-do-it" approaches for the individual manager. Only one source was discovered that attempted to deal with the issue of formalizing the coaching role within an organizational framework. Fortunately, that source describes a unique approach to coaching in a high school setting.

Joyce and Showers (1982) describes the implementation of team coaching in a California high school. The English faculty wanted to begin using Gordon's (1961) approach to creative thinking with students. The faculty found the Synectics

approach to creative thinking relatively easy to comprehend, but a challenge to implement with high school students. The authors virtually guarantee the successful implementation of this type of innovation if the following elements are incorporated into the training program (p. 5).

- Study of the theoretical basis or rationale of the teaching method.
- Observation of demonstrations by persons who are relatively expert in the model.
- Practice and feedback in protracted conditions (such as trying out the strategy on each other and then on children who are relatively easy to teach).
- Coaching one another as they work the new model into their repertoire.

Team coaching (or peer coaching) is used to transfer skills learned in training to the context of the classroom. Joyce and Showers view skill transfer as a new stage of learning in which the total classroom context (classroom management, understanding the students, subject matter and learning objectives to be achieved) is under the "executive control" of the teacher. Coaching teams (established during training) provide the following five functions (Joyce and Showers, 1982" 6-7):

- Provision of Companionship - mutual reflection, perception checking, sharing frustrations and successes; helps overcome the tendency to avoid practice during "awkward" period.
- Provision of Technical Feedback - focuses on skill perfection and working through problem areas; peer observation helps coach and practicing teacher.
- Analysis of Application - Extending Executive Control - given a particular strategy and what will be achieved as a consequence.
- Adaptation To The Students - the coaching process helps the implementing teacher to interpret responses of the students so that decisions can be made about skill training and how to adapt the model.
- Facilitation - the coaching process provides support during the early stages of skill practice, thereby reducing isolation and increasing interpersonal support.

In the context of the high school study cited above, Joyce and Showers report that teachers coached teachers. However, they state that administrators, consultants and college professors can also perform the coaching function.

MENTORING

Mentoring has a long and rich history in education (Kloph and Harrison, 1981; Moore, 1982; Merriam, 1983), and in recent years, the interest from business and industry has reached "mania" proportions (Collins, 1978; Fury, 1979; Rocher, 1979). The role of mentor has been described as elusive, subtle and sometimes mystical. In fact, the term springs from Greek mythology. Ullyses trusted his servant, Mentor, to befriend, educate and raise his son, Telemachus. In this context, mentor is defined as a "trusted counselor and guide." Unfortunately, a more precise definition is not to be found in the literature (Merriam, 1983).

Note the characteristics of mentors (The Woodlands Group,1980).

- Mentors must possess a wide range of knowledge of the organization.
- Many mentors are self-appointed (nobody told them to provide counsel or assigned to proteges.).
- Mentors possess genuine generosity, compassion and concern.
- The mentor-protege relationship most effectively exists outside the boss-subordinate relationship.
- Mentors are more apt to be concerned with the needs of the protege than the needs of the organization.

It is the mentor who usually makes the first move (a signal of special ampathy or identification with the progeges goals and aspiration). If the signal is picked up, the relationship tends to develop quickly, but it usually takes several months of working together before it is firm (Moore, 1982). School administrators or persons in senior positions on a teaching staff can create a climate in which mentorships are likely to develop by talking to

school staff about the importance of developing the talents of others (Erickson and Pinter, 1980). They can provide opportunities for people to discover mutual interests and concerns, either in relaxed social settings or in seminars. They might also encourage staff to think of long range goals and ways in which these might be reached. It is also advisable to point out the ways that faculty can become models and mentors to their students (Reitz, 1975; McCallum, 1980). Few teachers are aware of the powerful influence they have on the lives of students. When reminded of the importance for support, encouragement and accessibility, and the mutual rewards of mentoring, teachers might be more likely to reach out to their students and give more generously. As mentors to others, teachers may realize the importance of having their own mentors as well (Kloph and Harrison, 1981)

There are several references from the literature that discuss the step-by-step development of mentor-protege relationships (Hennecks, 1983; Jennings, 1971; Erickson and Pinter, 1980). Only one source (Moore,1982:28) identifies critical elements for "formalizing the normally informal and highly idiosyncratic process" into a higher education setting. Those seven elements are as follows:

- Provide accessibility and frequent interaction between mentor and protege.
- Allow protege to work with high-level learners.
- Insist that protege receive feedback.
- Acknowledge successful mentors.
- Allow mentors and proteges to fail.
- Select mentors and proteges from diverse pools of talented people.
- Make a commitment of the mentor program.

A unique approach to developing educational mentors was recently implemented by the Open Campus of Brevard Community College (BCC) in Cocoa, Florida. A Federal 310 Special Demonstration project was awarded to BCC for the academic year 1982-83. According to the "Process Manual" (1982-83:3), the "Mentor Training Program" was designed to assist key personnel in business, industry and agencies in the educational counseling processes with employees having completed the training program:

- Understand adult learning theory.
- Understand adult learner needs and be sensitive to those needs.
- Develop strategies to help adult learners with educational goal setting and project planning.
- Demonstrate active listening and communication skills.
- Counsel about all the educational options available in Brevard County.
- Provide a feedback mechanism between the advisor/counselor/ Mentor, and educational institutions.

Three products were developed for dissemination as an outcome of the BCC 310 Projects: (1) "Brevard County's Directory of Educational Options For Adults," (2) "Educational Mentoring: A Quick and Handy Guide for Advisors," and (3) "Educational Mentoring: A Process Manual For Managers."

SPONSORING

A characteristic of sponsors is that they may significantly influence and define the direction of an organization (Dalton et al., 1977). Coaches and mentors who begin to broadcast the qualifications of proteges are assuming the role of sponsor. Sponsors with current information about the organization needs, resources, openings and committee assignments will act consistently with characteristics listed on the following page (The Woodlands Group,1980)

- Get people's names onto promotion lists.
- Get people assigned to task forces or committees and called into meetings.
- Mention people with potential for special or existing openings.
- Apply subtle pressures to get proteges considered or placed.
- Advise proteges how to get desired assignments and positions.
- Actively seek promotional opportunities for their proteges.

In order to perform this invaluable service of influencing the direction of an organization, sponsors, must formulate policy, initiate and approve broad programs, encourage entrepreurial activities and develop innovative ideas (Dalton et al.). The act of sponsoring capable proteges exploits the informal network within the organization.

The literature search for this paper did not uncover any direct reference for the role of sponsor in educational administration. Many educational administrators perform the sponsoring role by encouraging the practice of TSA's - "teacher on special assignment." Another sponsoring role is that of nominating promising faculty for administrative internships.

CONCEPTUALIZING MANAGEMENT DEVELOPMENT ROLES

Given the above definition and discussion of the three roles, a question remains as to the relationship, if any, between these roles.

On conceptual schema suggest that such roles are best viewed as a continuum of advisroy/support relationships which facilitate access to positions of leadership, authority and power in management and professional fields (Shapiro et al, 1978). On one end of the continuum is a peer pal relationship; on the other end is the mentor relationship.

Each of the roles in the Shapiro schema are defined below.

- Peer Pal - Someone at the same level as yourself with whom you share information, strategy, and mutual support for mutual benefit.
- Guide - Can explain the system but is not usually in a position to champion a protege.
- Sponsor - Less powerful than a person in promoting and shaping the career of a protege.
- Patron - An infuential person who uses his/her power to help you advance in your career.
- Mentor - An intense paternalistic relationship in which an individual assumes the role of both teacher

A career development approach within a organization is the focus taken by Dalton et al. (1977). Based on their research involving 550 interviews of scientists, engineers, accountants and university professors, the authors were able to distill four successive stages of career development - apprentice, colleague, mentor and sponsor. In the apprenticeship stage, the employee is in a dependent relationship which involves helping, learning and following directions. The second stage is characterized by collegiality and independence. The mentor stage of ones career development is the point when guidance is provided to those in the apprentice stage. The fourth stage is that of sponsor which occurs when a person influences the direction of an organization through policy decisions and promotions of key people. This research suggests that the sponsors focus in more on the organization, whereas the mentor is more involved in developing individuals.

IMPLICATIONS FOR TRAINING AND DEVELOPMENT

Having defined and discussed each of the management development roles, the questions for further investigation are as follows:

1. What should be the scope and role of the following Florida educational components in furthering these management development roles: State Department of Education, State University System and the various school districts?

2. Should statewide or regional conferences and workshops be funded and developed for attendance by current or potential school administrators, or should a pilot project be initiated for the development and evaluation of an organizational networking approach to management role development?

3. What are the most effective methods and techniques for developing these management development roles?

The following comments are designed to encourage divergent thinking about these important questions.

As to the scope and role of Florida's major educational components (Question 1) in the development of management roles, the reader will do well to consider the following quote from the Kaufman and English text, Needs Assessment, (1978:82). They suggest that the results "of any intervention or process, be they schooling, training, therapy or the like must be ultimately judged by their outcomes -- how well or how poorly the recipient of the behavior change intervention was able to perform in the world external to the intervention. Thus any ultimate result of any intervention is best viewed, measured, and evaluated in the environmental context external to the intervention (such as after graduation from a school system...completion of a training program) and in the operational world within which people and organizations are required to labor and live."

Given the context of improving capability of school based managers, the ultimate criteria for assessing the effectiveness of such an intervention rests on the shoulders of the school system's outputs -- those students exiting into society. More specifically, to what extent will effective coaching.

mentoring and sponsoring skills contribute to the self, sufficiency, self-reliance and productive lives of students who must survive and develop in an operational world?

A second point worth mentioning in this regard has to do with school improvement. In the past, training and development interventions have concentrated on changing and developing individuals without considering the unique context of school. An exception to this generalization has been the use of organization development strategies in school settings (June, 1977). The failure of OD to make significant changes in schools would suggest that another approach to school improvement is necessary. Joyce, Hersh and McKibbin (1983) in their text, The Structure of School Improvement, believe that school improvement involves three stages - Refine (initiate the process), Renovate (establish the process) and Redesign (expand the scope). An important factor in their approach has to do with staff development as a regular event that is embedded within the school system. Consider the following quote from Joyce et al., (1983:149): "If the education profession is to flourish and if schools are to be a vital force in society, it is necessary to rebuild the school into a lifelong learning laboratory not only for children but for teachers as well. The improvement of staff development is not a matter of deciding how to create and implement ad hoc programs. Rather, it is a matter of generating a rich environment in which every educator becomes a student of education and works continuously to improve his or her skills." (Underlined for emphasis by this writer.)

The positions advocated above by Kaufman and Joyce have clear implications for the scope and role of Florida's educational components in the development or management roles and skills. The intervention of choice should be embedded within the schools culture and structure for improvement, and ultimately, the

intervention must positively impact the ability of students exiting the protected corridors of their schools to be self-sufficient and contributing members of society.

Question two polarizes two delivery approaches -- conferences/workshops vs. organizational networking. Each approach has merit given expected outcomes. for example, regional conferences and workshops provide participants with relatively safe environments for exploring new ideas, clarifying important issues and developing critical insights. Unfortunately, many of these types of programs feed participants "a steady list of blurbs from management books, flipcharts, synopses, and diagrams [that function] as an engine of oppression providing managers with paid holidays." (Broadwell, 1977) This problem coupled with the conclusions of Dalton et al. (1977:22) cited earlier (page 2) that "high performers are no more likely to have taken continuing education courses than low performers" suggests that conferences and workshops may be of little value in developing management roles. Is it possible that this delivery system is generally "out of context" and therefore predestined to failure?

Organizational networking has the value of working "within the context" of the system being refined, rennovated or reorganized. The Joyce and Showers (1982) approach to team or peer coaching and the Teacher Expectations and Student Achievement (TESA) (Kerman and Martin, 1980) program are excellent examples of school based organizational networking. Both programs rely heavily on workshops to impart relevant theory and skill practice in a safe envirnoment. More importantly, each program has a structure that attacks the transfer problem. "The conditions of the classroom [and school] are different from training situations; one simply cannot walk from the training session into the classroom [or school] with the skill completely ready for use - it has to

be changed to fit the classroon [or school] conditions." (Joyce and Showers, 1982:5). Both programs utilizes structured feedback and support groups within a specific school and classroom context to reinforce the programs goals.

There is a clear implication here for the development of management roles and skills. The answers reside not in ad hoc management training and development programs, but are to be found by studying the learning that precedes and follows the change intervention. No management development supports itself, and unsupported development inevitably dies. Since pre- and post-training and development are crucial, it follows that such interventions cannot be solely the responsibility of a school district's inservice education program.

IMPLICATIONS FOR TRAINING AND DEVELOPMENT

This section responds to question 3 by summarizing various approaches and models useful for developing the coaching role in school based managers. Each of the models and approaches can be typed into one of the following categories--learning style approaches, management development approaches and instructional system approaches.

Learning Style Approaches: Learning style approaches have the advantage of utilizing theory bases familiar to educators. Unfortunately, classroom teachers who progress in their professional lives to school administrators sometimes forget that they must deal with adults, not children. The assumptions underlying teacher-directed learning are based on "pedagogy" -- the art and science of teaching children. According to Malcolm Knowles (1980), the assumptions about how adults learn and manage should be based on "andragogy"--the art and science of helping maturing adults learn (see Appendix B). His message is clearly that "every manager must be an educator," and that treating faculty and staff as children is consistent with pedagogy, not adragogy (Knowles, 1972).

Both the Myers-Briggs Type Indicator (MBTI) and Kolb's Learning Style Inventory (LSI) have promise as models for training and developing the coaching role. A recent published bibliography of applications of the MBTI to management reports 13 citations applicable to schools and higher education (Sample, 1984). The results from this particular personality inventory are useful for exploring individual differences relating to communication, decision-making, leadership, small group dynamics and career choice and development. Of potential benefit is the Martinko and Gardner (1984) ethnographic research on high and moderate performing school principals which reports MBTI date for principals.

Kolb's Learning Style Inventory (LSI) was originally developed to distinguish learning styles within business, industry and commerce (Kolb et al, 1979). This theory and instrument have been well researched (McBer, 1978). Appendix C suggests a problem solving model using the components of the LSI. This model has potential in that problem solving is one of the major functions of the coaching process. Another possibility is to identify and position each of the 19 Florida Principal Competencies (Martinko and Gardner, 1984) in relationship to Kolb's LSI and problem solving model.

A third model of potential use is Atkin's LIFO (1978). LIFO is primarily geared to communication and leadership styles, and has been used effectively in several Florida school districts.

Management Development Approaches: There are numerous models from business and industry that have potential for developing coaching skills. One of the more popular approaches is Blanchard and Johnson's The One Minute Manager (1982). This short text emphasizes three critical areas for managerial effectiveness -- goal setting, praising and reprimanding. An individualized learning module (ILM) using the Blanchard and Johnson text was recently developed by this writer for the Leon County Management Development Center. Also of potential value is Hersey and Blanchard's (1977) approach to situational leadership.

Appendix D depicts this model which suggests that leadership style varies given the situation and maturity level of those being led. The third edition of their text, Management of Organizational Behavior - Utilizing Human Resources, has an excellent section on public school settings and situational leadership theory.

A third model amenable to coaching skills training is interaction management (Byham and Robinson, 1976). Interaction management boasts no fancy theory -- just positive steps for handling each problem situation.

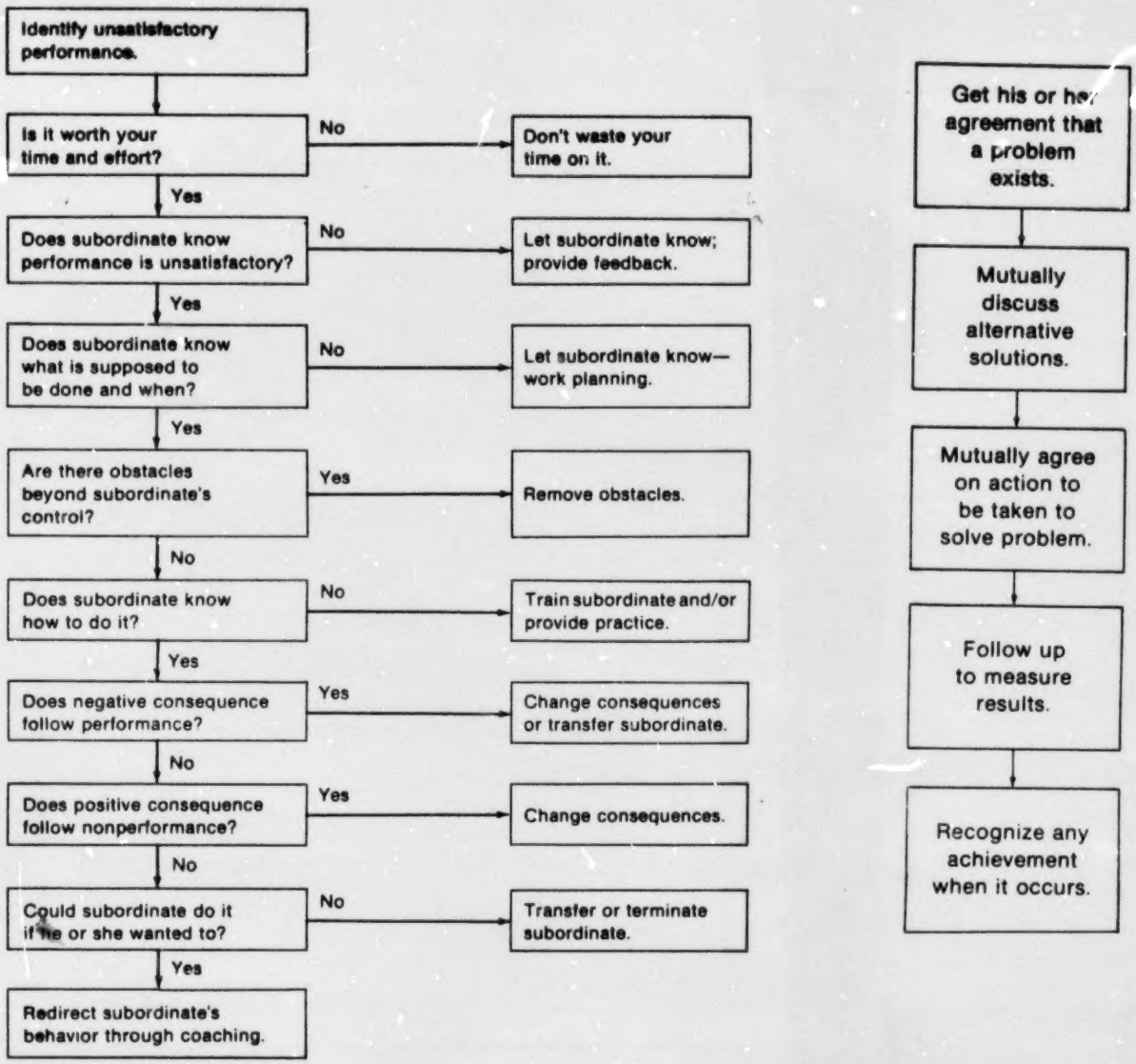
Instructional Systems Approach: A instructional systems approach to enhancing coaching skills is limited to three primary sources. The first source is based upon the classic paperback text by Mager and Pipe entitled Analyzing Performance Problems (1973). Their message is simply put -- roughly 20% of all performance problems are appropriate for training and instruction. The other 80% call for creative, no-nonsense supervision and management of human resources. This is indeed a perplexing dilema for many educators who assume that properly designed and applied educational technology will cure most performance problems. A second source utilizes Kaufman's (1982) Organizational Elements Model (OEM). This personalized approach attempts to simplify a somewhat complicated systems approach to problem solving. The text is in workbook form complete with illustrations, examples and worksheets. The third instructional systems approach to developing coaching skills will initially appear unlikely and possibly inappropriate. Robert Gagne's events of instruction generally apply to teacher-student interactions. According to Gagne and Briggs (1979:155), "the events of instruction must be deliberately arranged by an instructional designer or teacher [or manager]." With a little imagination (see Appendix E), Gagne's events of instruction can be conceptualized as a systematic and sequential coaching process.

SUMMARY

It has been the intent of this writer to clarify the following management roles, coaching, mentoring, sponsoring. This clarification was deemed necessary for at least two reasons. Firstly, the terms (especially coaching and mentoring) are often used interchangeably. The literature clearly differentiates these roles. Secondly, the development of each of the three roles may require different change interventions. Coaching appears more "skill" oriented, whereas mentoring appears to be more "relationship" oriented. Sponsoring, in some respects, qualifies as a "strategy" for influencing an organizations informal social system. All three have merit and justiciation given the appropriate organizational context. Current and potential school administrators should be aware of the potential strengths and pitfalls associated with each role. Various models and approaches have been suggested for the development of coaching skills.

APPENDIX A

COACHING ANALYSIS



From Fournies (1978) Coaching for Improved Work Performance.

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APPENDIX B

THE ASSUMPTIONS AND PROCESS ELEMENTS OF THE
PEDAGOGICAL AND ANDRAGOGICAL MODELS OF LEARNING

ASSUMPTIONS		
About:	**Pedagogical**	**Andragogical**
Concept of the learner	Dependent personality	Increasingly self-directing
Role of learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level & curriculum	Develops from life tasks & problems
Orientation to learning	Subject-centered	Task- or problem-centered
Motivation	By external rewards and punishments	By internal incentives, curiosity

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek words *paid* (meaning child) and *agogus* (meaning guide or leader)—thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "andragogy," from the Greek word *aner* (meaning adult)—thus being defined as the art and science of helping adults (or, even better, maturing human beings) learn.

PROCESS ELEMENTS		
Elements	**Pedagogical**	**Andragogical**
Climate	Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive
Planning	Primarily by teacher	Mutually by learners and facilitator
Diagnosis of needs	Primarily by teacher	By mutual assessment
Setting of objectives	Primarily by teacher	By mutual negotiation
Designing learning plans	Teachers' content plans Course syllabus Logical sequence	Learning contracts Learning projects Sequenced by readiness
Learning activities	Transmittal techniques Assigned readings	Inquiry projects Independent study Experiential techniques
Evaluation	By teacher Norm-referenced (on a curve) With grades	By learner-collected evidence validated by peers, facilitators, experts Criterion-referenced

From Knowles, M. (1980) In Modern Practice of Adult Education.

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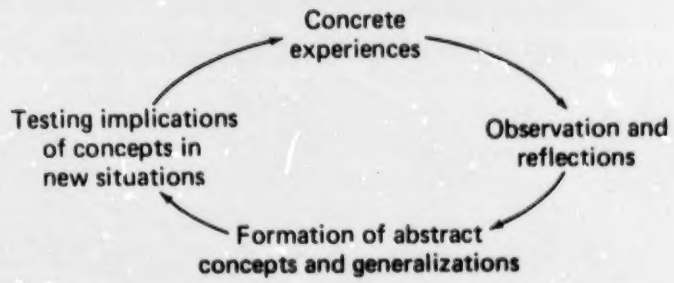
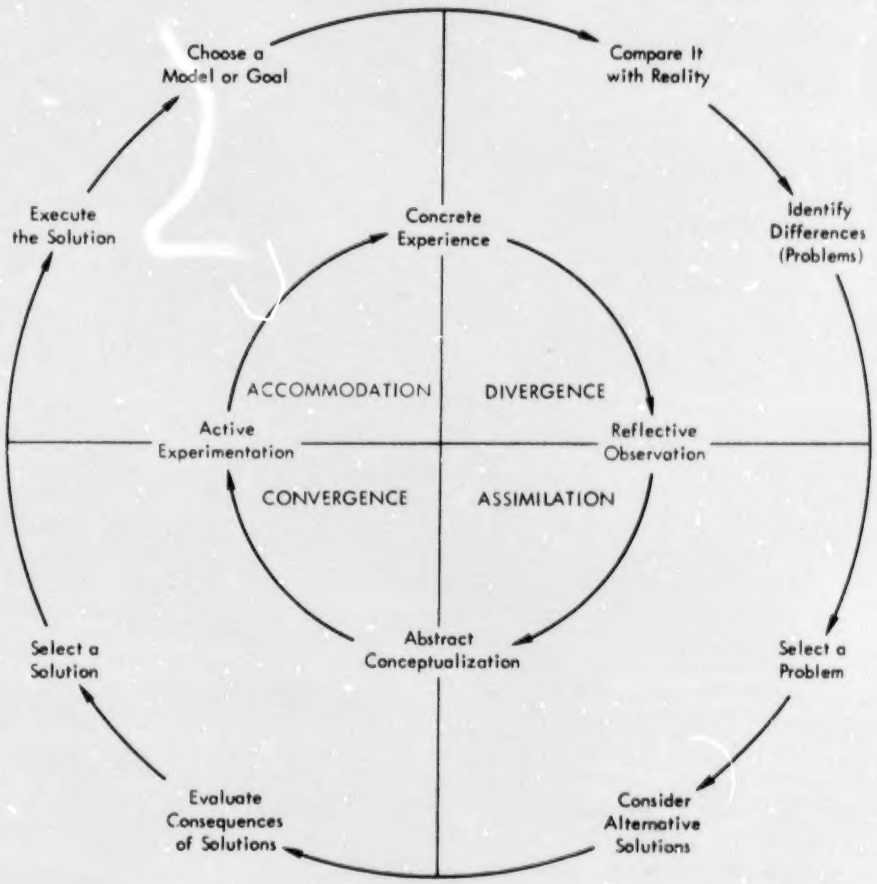
APPENDIX C

Comparison of the Experiential Learning Model
and the Problem-solving Process

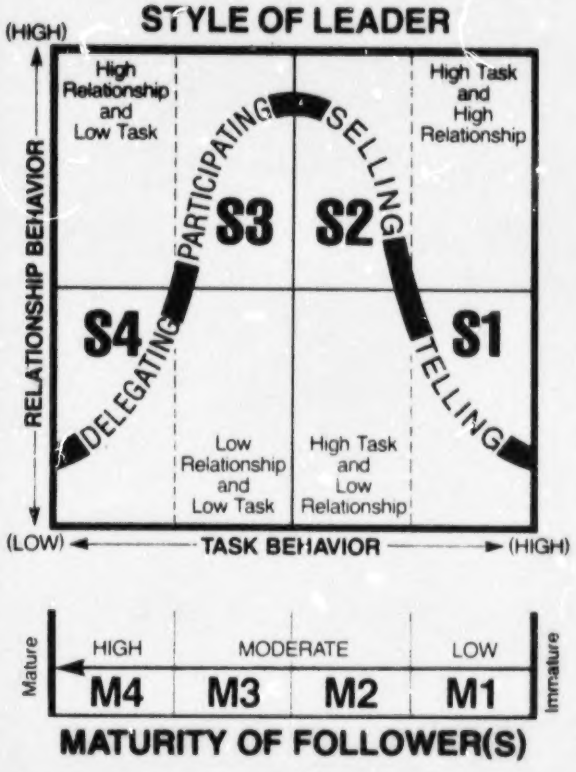

Concrete experiences
Observation and reflections
Formation of abstract concepts and generalizations
Testing implications of concepts in new situations



From Kolb, Rubin and McIntyre (1979) Organizational Psychology - An Experimental Approach.

APPENDIX D

Situational Leadership Theory



From Hersey and Blanchard (1977). Mangement of Organizational Behavior (3rd Ed).

APPENDIX E

Gagne's Events of Instruction

Event	Description
1. Gain Attention	Some provision should be made for getting the subordinants to focus their attention on the instruction. This may be done by appealing to the learner's interests, by introducing a novel situation or by confronting a problem situation.
2. Inform the learner of the objective.	Subordinants should know what kind of performance will be used as a measure of their performance. Sometimes the objectives of the instruction are quite obvious. It often occurs, though, that the objectives of instruction are not initially obvious to the subordinants.
3. Stimulate recall of prerequisite learning.	Some provision must be made for helping the suborinants recall information which is essential for them to be able to learn the new information which is to be presented in the instruction. This may be information from previous experiences or learning situations.
4. Present the stimulus material.	The material to be learned must be communicated to the subordinants in a way that it can be readily understood. There are both appropriate and inappropriate ways to present stimulus material for instructing different types of learning outcomes depending on whether the learning involves rules, definded or concrete concepts, verbal information, discriminations, or problem solving.
5. Provide learning guidance.	Some time should be spent in helping the subordinants use the skill which is being taught. Hints or questions can be used to help learners stay "on track."
6. Elicit the performance.	Subordinants should be given opportunities to practice their understanding of the instruction.

From Gagne and Briggs (1979). Principles of Instructional Design (2nd Ed).

APPENDIX E (continued)

7. Provide feedback about performance correctness.	Practice does not make perfect unless it is coupled with informative feedback. By informative is meant feedback which not only tells the learners if the response is correct or incorrect but also explains why a response is correct by showing examples of problems worked or by referring back to the original rule or definition.
8. Assess the performance.	Subordinants need to be appraised in a way in which reliable and valid judgements about their performance can be made.
9. Enhance retention and transfer.	Some provision should be made to assist the learners to transfer what has been learned to novel situations and to help them retain the information for later use.

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